



UASCD
WEBER SCHOOL DISTRICT
5320 ADAMS AVENUE PARKWAY
OGDEN, UTAH 84405



Utah Association
for Supervision and
Curriculum Development

Carol Ann Tomlinson 's career

bridges both practice and scholarship in education. She was a classroom teacher for 21 years, teaching at the high school, middle school, and primary levels. Carol Ann works regularly with schools and school districts and presents at conferences nationally and internationally with educators who want to develop schools that are more responsive to academically diverse student needs.

Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium. Jay has an extensive background in staff development and is a regular speaker at national, state, and district conferences and workshops. Jay earned a master 's degree from the University of Maryland and has completed postgraduate studies at the Johns Hopkins University. He is the co-author of Understanding by Design.

October 3-4, 2007

“INTEGRATING DIFFERENTIATED INSTRUCTION + UNDERSTANDING BY DESIGN”

Featuring:

Carol Ann Tomlinson

And

Jay McTighe

- Carol Ann Tomlinson—October 3rd
- Jay McTighe—October 4th
- Provo Marriott – 101 west 100 North

[Hotel Reservation Due—Sept. 12, 2007
Ask for special UASCD rate]

UASCD Fall Conference
INDIVIDUAL Registration Form

[REGISTRATION IS AVAILABLE ON-LINE AT
WWW.UASCD.COM]

October 3-4, 2007

Mail completed form & check made payable to "UASCD" to:

UASCD

c/o Amanda Calton
3333 South 1940 East
Salt Lake City, UT 84106

Name _____

District _____

School _____

Home Address _____

Phone _____

Email _____

Registration is due by September 18, 2007

Conference Registration \$195

(Includes \$30 UASCD membership renewal)

Registration - UASCD Membership \$165

(If you renewed your UASCD membership through ASCD)

Amount Paid \$ _____

Questions? Contact:

Jeff Stephens (jstephens@weber.k12.ut.us) or
Amanda Calton (ajcalton@aol.com)
(801) 485-1675

UASCD Fall Conference
TEAM Registration Form

October 3-4, 2007

Mail the completed form and check made payable to "UASCD" to:

[REGISTRATION IS AVAILABLE ON-LINE AT WWW.UASCD.COM]

UASCD

c/o Amanda Calton
3333 South 1940 East
Salt Lake City, UT 84106

Fee

1. _____

Name _____ District _____ School _____

Home Address _____

Phone / Email _____

2. _____

Name _____ District _____ School _____

Home Address _____

Phone / Email _____

3. _____

Name _____ District _____ School _____

Home Address _____

Phone / Email _____

4. _____

Name _____ District _____ School _____

Home Address _____


Phone / Email _____

Total Amount \$ _____

Meeting the Needs of ALL, SOME, and FEW Students

Charter School Round Table
September 2007

Julie Mootz: juliemoo@updc.org
Hollie Pettersson: holliep@updc.org
Amber Roderick-Landward: amberl@updc.org
Utah Personnel Development Center



What is RtI?

RtI is the practice of providing high-quality instruction and interventions matched to student needs and using learning rate over time and level of performance to make important educational decisions.

NASDSE, 2005

RtI IS NOT...

- A new method for LD identification
- A Program
- Fast
- Easy
- Appropriate for individual classrooms or grades
- A fad

RtI Core Principles

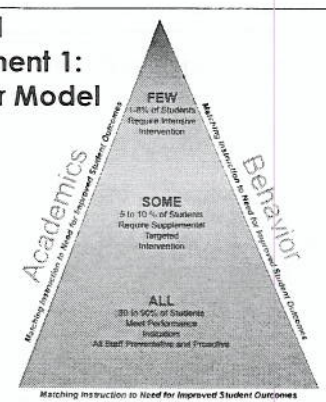
- We can effectively teach all children
- Intervene early
- Use research-based, scientifically validated interventions/instruction--WITH FIDELITY!!!
- Monitor student progress
- Use data to make decisions
- Use assessments for three different purposes: (1) screening; (2) diagnostics; and (3) progress monitoring

NASDSE, 2005

Essential Components of RtI Implementation

1. Multi-tier model
2. Problem-solving method
3. An integrated data collection/assessment system

Essential Component 1: Multi-tier Model



Academics
Matching instruction to need for improved Student Outcomes

Behavior
Matching instruction to need for improved Student Outcomes

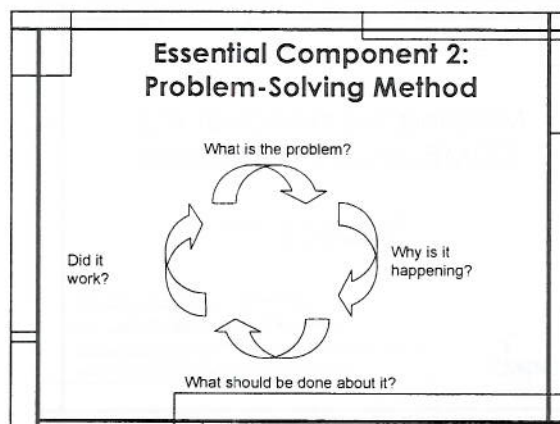
Coaching
Matching instruction to need for improved Student Outcomes

FEW
1-5% of Students
Require Intensive
Intervention

SOME
5 to 10 % of Students
Require Supplemental
Targeted
Intervention

ALL
80 to 90% of Students
Meet Performance
Indicators
All Staff Preventative and Proactive

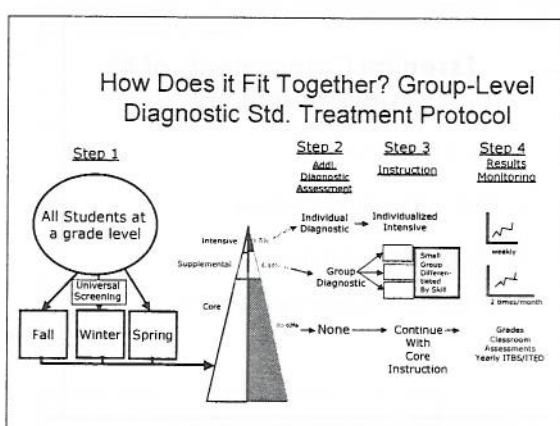
Are we matching
instruction to student
need?

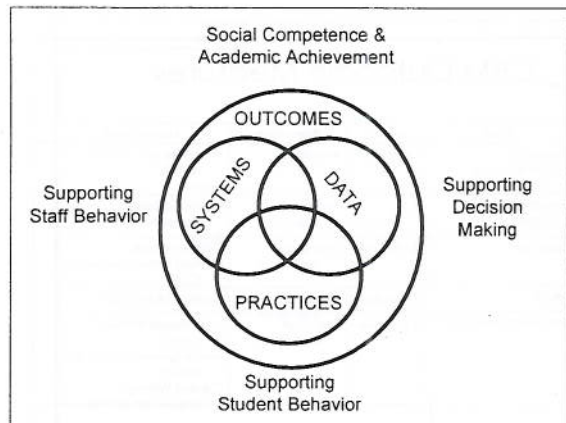


- ### Essential Component 3: Integrated Assessment Systems
- Directly assess specific skills in standards
 - Assess global outcomes (i.e., reading comprehension)
 - Sensitive to small amounts of growth
 - Brief
 - Repeatable
 - Easy to use
 - **Direct relationship to instructional decision-making**

- ### School-wide Assessment Data on all Students
- Better to have efficient screening data (e.g. meets minimum standards for screening)
 - Linked to standards and benchmarks
 - Sensitive to change over time
 - Repeatable if possible
 - Displayed in a format that is easily understood

- ### Data Considerations
- Whole school
 - Grade
 - Class
 - Individual
 - Program fidelity





Types of evaluation

- Summative
 - Occurs **after** teaching/learning
 - Measures the end result
 - Helpful in deciding **what** to teach
- Formative
 - Occurs **during** teaching/learning
 - Measures the process of learning
 - Helpful in deciding **how** to teach

What is CBA?

- Three key features help define CBA
 1. Test stimuli are drawn from students' curricula
 2. Repeated testing occur across time
 3. Assessment information is used to formulate instructional decisions

Advantages to Mastery Measurement

- Curriculum is broken down into specific subskills or short-term instructional objectives
- Assess specific skill that is being taught

Example

 - Multiplication of 2 digit by 2 digit
 - Single digit addition, without regrouping
- Skills usually assessed using teacher-made tests or tests in curriculum

Downsides to Mastery Measurement

- Skill Hierarchies
- Teacher-Made tests
 - Reliability & validity are unknown
- Retention & generalization of skills are not usually measured.
- Measurement of Short-Term Instructional Objectives.
- Measurement shifts occur making it difficult to monitor overall progress because:
 - Different skills are measured at different points in time
 - Different skills are not of equal difficulty and do not represent equal curriculum units

Advantages to General Outcome Measurement

- General domains, not subskills
 - Keeps global curriculum outcomes intact and uses long-term goals
- Retention and Generalization
- Measurement of Long-Term Curricular Goal Performance
- No measurement shifts
- Test Construction
 - Standardized procedures used to assess performance on the long-term goal
 - Reliability & validity can be determined

Downsides to General Outcome Measurement

- Often lacks information on specific subskills
 - If interested in identifying specific skills to teach, GOM not appropriate
 - Need to use a diagnostic measure
- Fidelity of implementation is important

CBM Outcome Measures

Area	Timing	Procedure	Scoring Unit
Reading: Oral Reading Fluency	1 minute	Individual	Words Read Correctly (WRC) Errors
Reading: Maze	2 ½ minute	Group or Individual	Words Restored Correctly
Spelling	2 minutes	Group or Individual	Errors Correct Words Correct Letter Sequence (CLS)
Math	2 minutes	Group or Individual	Correct Digits (CD)
Written Expression	3 minutes	Group or Individual	Total Words Written (TWW) Words Spelled Correctly (WSC) Correct Writing Sequences (CWS)

Benefits of CBM

- Tied to the curriculum
 - Relevant for instructional planning
 - Creating instructional groups
- Highly correlated with other academic measures
- Requires production-type responses
- Inexpensive to assess & reproduce
- Motivating for students
- Parents like getting CBM information
- Teachers change instruction more often
- Short Duration (1-3 minutes)
- Fluency-based

Benefits of CBM (cont)

- General and special education teachers rate CBM higher over norm-referenced tests
- School psychologists prefer CBM over norm-referenced tests for assessing children from diverse backgrounds
- Students can be taught to administer CBM to each other
- Can be used to reintegrate students into less restrictive settings

Disadvantages of CBM

- It must be implemented correctly for students and teachers to benefit
- Teachers must do more than just administer CBM correctly, they must use the information to make instructional changes

CBM and Math

Math skills can be divided into 2 categories:

- Computation (grades 1-6)
- Concept/applications (grades 2-6)

Fuchs, Harwell, Fuchs, 1991

Math CBM probes/forms

Math Computation:

www.updc.org - click on Math Corner (free)

For Purchase:

www.proed.inc -Monitoring Basic Skills Program

Math Concepts/Application:

www.proed.inc - Monitoring Basic Skills Program

www.mhdigitallearning.com- Yearly Progress Pro

Math Computation

- The number of correctly written digits in 2 minutes from the end-of-year curriculum
- Correct digits
 - Not correct problems or answers
 - 2- 6 minutes (depending on the grade)

How often?

- Progress Monitoring (**Formative**)
 - 1x Week for students with disabilities
 - 1x Month for struggling students
 - (On Instructional level)
- Benchmarking/ Norming (**Summative**)
 - 1x Quarter for all students
 - (On Grade level)

Expected growth for math

Grade	Realistic Growth Rate	Ambitious Growth Rate
1		
2	.3	.5
3	.3	.5
4	.70	1.15
5	.75	1.20
6	.45	1

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993)

How to find the goal line.

1. Multiply the number of weeks on your graph by a rate of growth.

Ex. $12(1.15) = 13.8$ or 14

14 = number of CD growth in 12 weeks

Growth line cont.

- 2. Add this number (14) to the baseline number.
- 3. Graph this point at 12weeks.
- 4. Connect baseline number with the goal number with a line.

Why Use CBM?

- Database for each student
- Index of student's overall skills across time
- Adjust instruction as needed
- Higher student achievement
- Communication to parents and students
- Easy to administer and score
- Allows for comparisons across students, classrooms and schools

Research on Early Literacy: What do we know?

- Readers on a low trajectory stay on that trajectory and do not achieve reading skills commensurate with students on middle trajectory
- The probability of remaining a poor reader at the end of 4th grade, given a child was a poor reader at the end of 1st grade was .88 (Juel, 1988)
- 74% of children who are poor readers in 3rd grade remain poor readers in the 9th grade (Francis et al, 1996)
- The later children are identified as needing support, the more difficult it is to catch up!

GOOD News

"...intensive training, even over relatively short periods of time, can substantially improve the word-reading skills of children with serious reading disabilities and... these positive outcomes are maintained over months or years after the cessation of training."

Snow, C. E., Burns, S. M., & Griffin, P. (1998)
Preventing Reading Difficulties in Young Children

While there is a recognized optimal age for reading intervention... "**it is never too late**"

Shaywitz (2003) *Overcoming Dyslexia*

What is DIBELS™?

- A form of curriculum-based measurement (CBM)
- A predictive measure of reading proficiency
- Yields information for designing instruction
- It's quick, easy, and accurate!

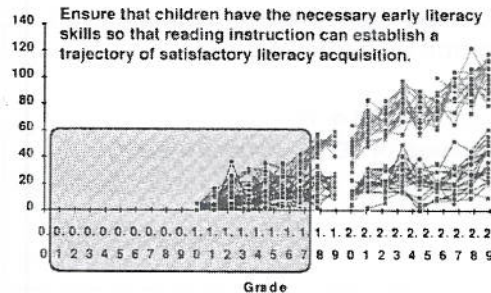
DIBELS™ is NOT

A formal diagnostic measure that identifies specific skill deficits.

But...the data can be analyzed to indicate needs and used to diagnose instruction

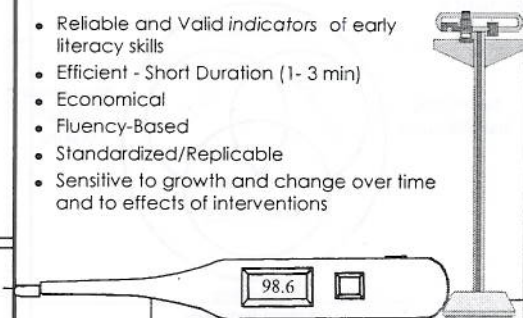
Goal of DIBELS™

Ensure that children have the necessary early literacy skills so that reading instruction can establish a trajectory of satisfactory literacy acquisition.



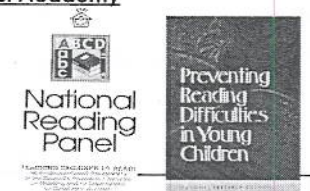
Relevant Features of DIBELS™

- Reliable and Valid indicators of early literacy skills
- Efficient - Short Duration (1- 3 min)
- Economical
- Fluency-Based
- Standardized/Replicable
- Sensitive to growth and change over time and to effects of interventions



What is Unique About DIBELS Measures?

- Assessment is **focused**
 - Assesses essential early literacy skills as identified by the **National Reading Panel**, **National Resource Council**, and **Reading First Academy**



Big Ideas in Early Literacy

- **Phonological Awareness:** The ability to hear and manipulate sound in words
- **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.
- **Fluency and Accuracy with Connected Text:** The effortless, automatic ability to read words in connected text to lead to understanding.
- **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Assessing Each Big Idea with DIBELS

Big Idea	DIBELS Measure
Phonological Awareness	Initial Sounds Fluency (ISF) Phonemic Segmentation Fluency (PSF)
Alphabetic Principle	Nonsense Word Fluency (NWF)
Fluency and Accuracy	Oral Reading Fluency (ORF)
Vocabulary	Word Use Fluency (WUF)
Comprehension	Oral Reading Fluency & Retell Fluency (RTF)

Using DIBELS: Three levels of assessment

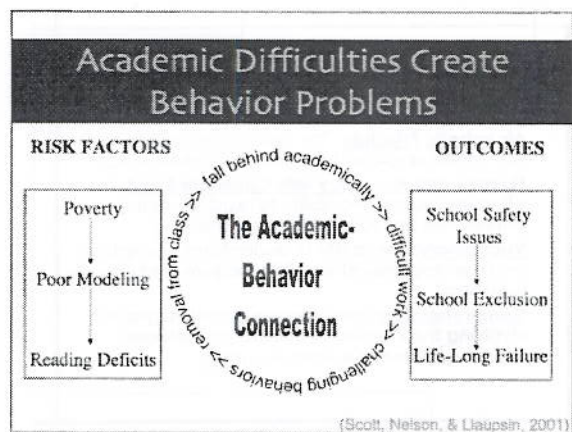
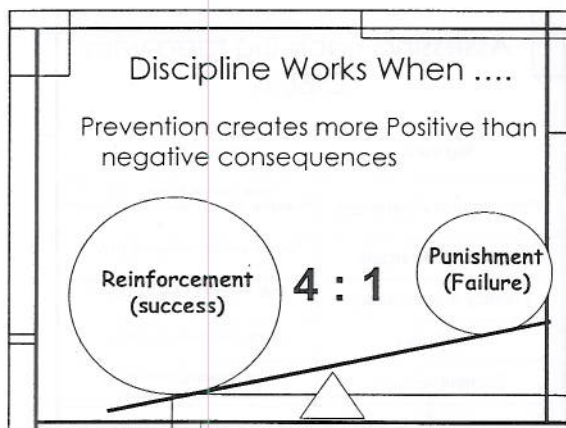
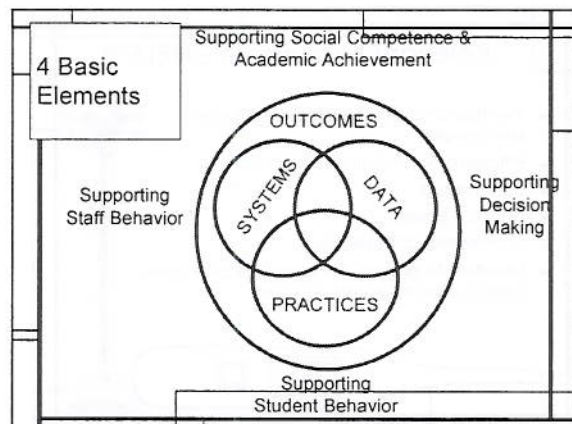
- **Benchmarking (Screening)**
 - Assess all children 3 times/year (e.g., Fall, Winter, Spring)
 - How is the program (e.g., classroom, school, curriculum, instruction) doing overall?
 - Are there children who may need additional support to achieve outcomes?
- **Strategic Monitoring**
 - Assess at risk children more frequently (e.g., monthly)
 - Is current program sufficient to keep progress on track or are additional supports/intervention needed?
- **Intensive Care/Progress Monitoring**
 - Assess students needing more intensive, effective intervention weekly
 - Are instructional supports/strategies effective or is a change in intervention needed?

How Often?

- **Progress Monitoring (Formative)**
 - 1x Week for at-risk & students with disabilities
 - 1x Month for typically developing readers
 - 3x for above average readers
- **Benchmarking/ Norming (Summative)**
 - 3x Year--fall, winter spring
- **Survey Level (Summative)**
 - 1x At the beginning of progress monitoring
 - 1x Identify students' instructional level

DIBELS Progress Monitoring

- 20 ORF probes for grades 1-6
- 20 NWF probes
- 20 PSF probes
- 20 ISF probes



Predictability Academics and Behavior

(McIntosh, Horner, & Chard, 2006)

Predictor	Outcome
ODRs in 1st and 2nd grade	Strong predictor of ODRs in 3rd grade
Reading competence as measured by DIBELS in Kindergarten	Strong predictor of ODRs in 3rd grade

Predictability Academics and Behavior

(McIntosh, Horner, & Chard, 2006)

Most Powerful Predictor	Outcome
4th grade ODRs and low 5th grade DIBELS	2 or more ODRs in 5th grade
Most Powerful Kindergarten Predictor	
DIBELS phoneme segmentation fluency assessment - spring of K	2 or more ODRs in 5th grade

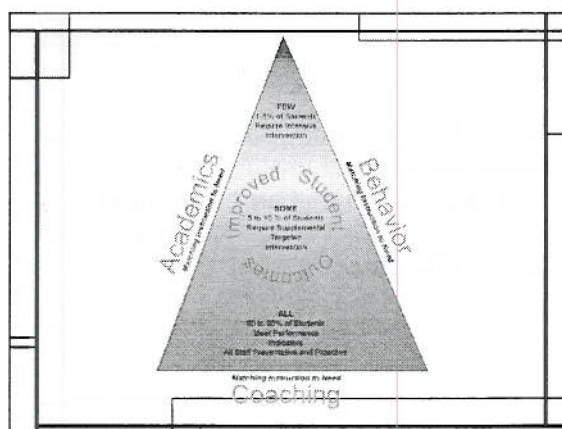
Associations Academics and Behavior (McIntosh, Horner, & Chard, 2006)	
Factor 1 (function)	Factor 2
5th grade - High level of escape maintained behavior	Significantly lower DIBELS scores
Factor 1 (function)	Factor 2
4th grade - Low level of escape maintained behavior	Literacy skills that match peers without problem behavior

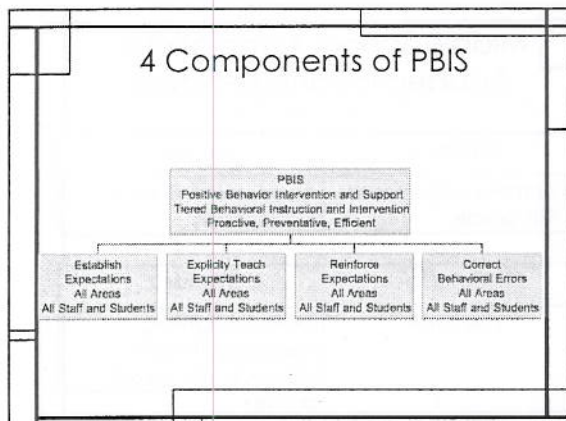
Middle School Associations: Academics and Behavior (Tobin and Sugai, 1999)	
Factor 1	Factor 2
3 or more suspensions in 9th grade	Academic failure in high school
Factor 1	Factor 2
Low GPA	ODRs for fighting, harassing, threats, violence, etc. in 6th grade

Middle School Associations: Academics and Behavior (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004)	
Factor 1	Factor 2
Higher reading scores in middle of elem school & those whose scores increased between 3rd-6th grade	Significantly less problem behavior in 7th grade

High School Predictions: Academics and Behavior (Larsen, Steele, & Sailor, in press)	
Factor 1	Factor 2
# of ODRs and suspensions	Lower standardized reading and math scores
Factor 1	Factor 2
Low GPA	ODRs for fighting, harassing, threats, violence, etc. in 6th grade

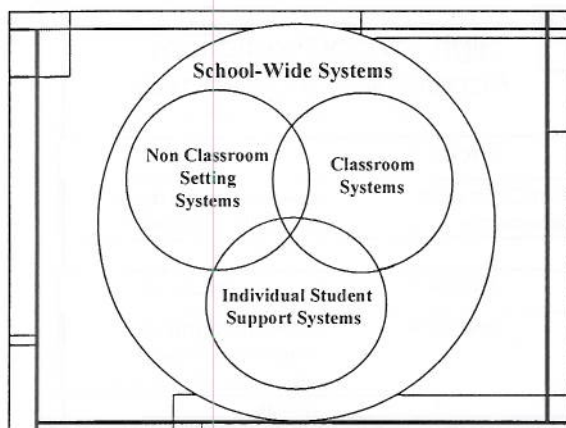
Logical Solutions (realistic?): The Research	
Reviews of over 800 studies involved with the most challenging behaviors (Gottfredson, 1997; Lipsey, 1991; 1992; Torgesen, 1998; etc.)	
the largest meta-analysis in context	
Instructional contingencies (pos+ & neg)	
and effective use of reinforcement/punishment	
Academic success	
effective explicit instruction (reading!!)	





Quiz Time

- Without asking your neighbor, quickly write down the answer to the following question.
- What are your school-wide behavior expectations?



Treat Social Behavior As Skills---

That Can Be Taught

Explicitly Teach Expectations

Quiz Time!!!!

- When did you teach your expectations?
- How did you teach them? (describe)
- Who was involved in teaching the expectations?

Why Teach Expectations? Why Not Just Tell Them the Rules?

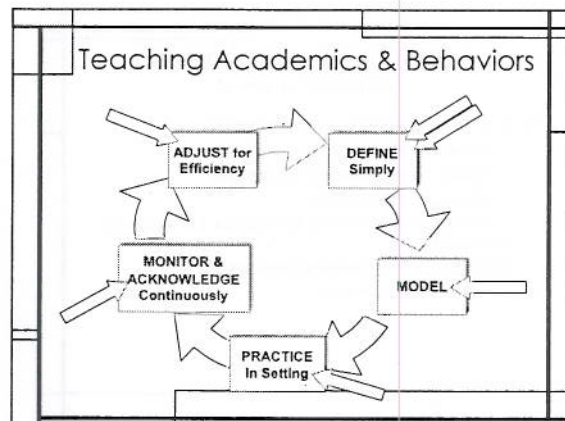
- Cannot assume students know how to apply rules in each setting. Need to teach behaviors in context!
 - What does "Be respectful" look like in the lunchroom?
 - What does "Be There, Be Ready" look like for assemblies?
- Teaching allows students to practice appropriate behavior and builds fluency
- Allows students to see non-examples of expectation
 - Know when consequences will be applied
- Decreases student response "I didn't know....."

Why Teach Expectations? Why Not Just Tell Them the Rules?

"If a child doesn't know how to read, we *teach*."
 "If a child doesn't know how to swim, we *teach*."
 "If a child doesn't know how to multiply, we *teach*."
 "If a child doesn't know how to drive, we *teach*."
 "If a child doesn't know how to behave, we.....
*teach?**punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

John Herper (NASDE President) Counterpoint (1998, p.2)



Building Behavioral Expectations

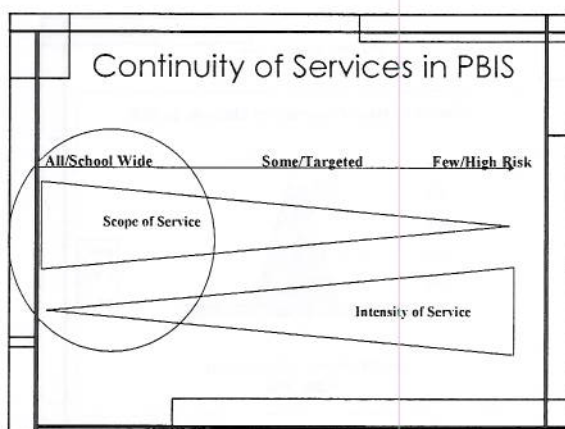
- Define the Expectation
- Model the Expectation
- Teach the Expected Behaviors
- Reinforce Appropriate Behaviors
- Reinforce Inappropriate Behaviors
- Monitor the Behaviors and provide feedback
- Is there a "signal" that the signal (what the appropriate behavior is?)
- Repeat the Strategy
- There will be a lot of repetition

Systematic Reinforcement

- Make doing things the right way more efficient to getting needs met than doing thing the wrong way
- Everyone in the school system (staff, students, families) need positive reinforcement
- School based team needs reinforcement to maintain positive approach

Quiz Time!!!!

- What is your school-wide reinforcement system?
- Who is involved in reinforcing students?



Components of School-wide Reinforcement

- Components often overlooked
 - Positive parent contact
 - Random reinforcement strategies
 - Positive public posting
 - Continuous behavioral feedback for students and staff
 - Data on positive reinforcement
 - Other enhancements

Error Correction

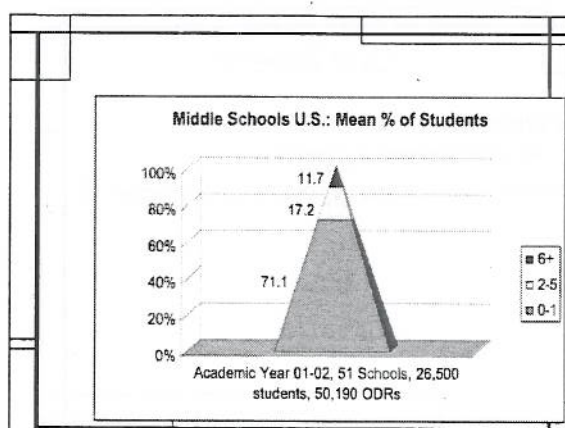
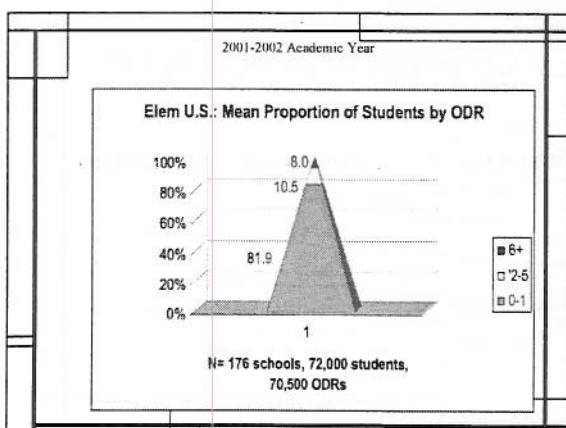
Systematic Correction of Behavioral Errors

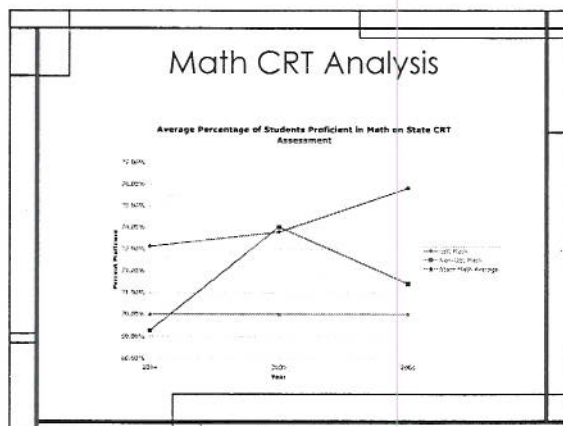
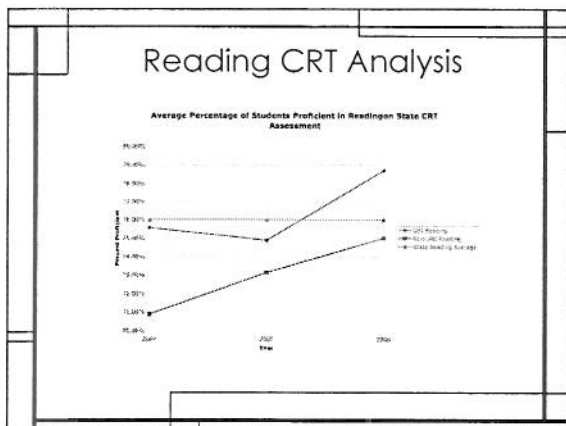
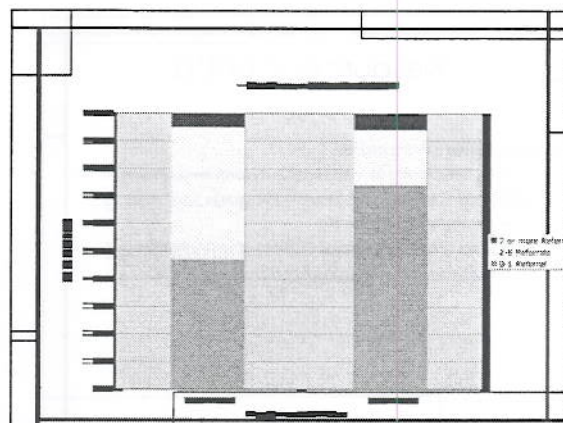
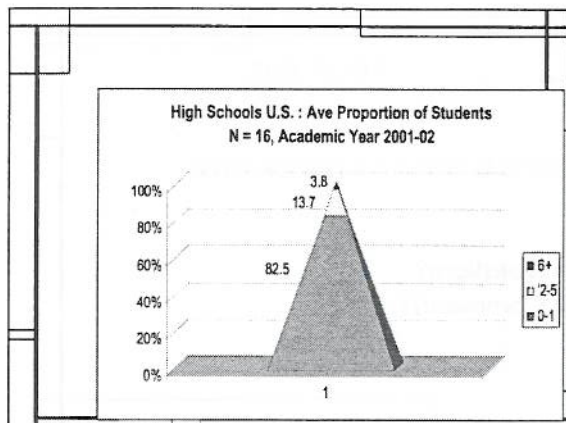
Error Correction

System Approach
Data Source
Anticipate and Prevent Disciplinary Problems....

Quiz Time

- What is your school-wide classroom process for error correction (minor behaviors)?
- What is your school-wide process for office discipline referrals (ODR's)?





The significant problems we have cannot be solved at the same level of thinking with which we created them.

Albert Einstein (1879 - 1955)

Online Resources

- Utah Personnel Development Center
 - www.updc.org/reading
- DIBELS
 - <http://dibels.uoregon.edu>
- Intervention Central
 - www.interventioncentral.org
- National Association of State Directors of Special Education
 - www.nasds.org

Resources Cont'd

- Iris Center (Vanderbilt)
 - <http://iris.peabody.vanderbilt.edu/onlinemodules.htm>
- National Center on Student Progress Monitoring
 - www.studentprogress.org
- Sonoma County School District (Kevin Feldman)
 - <http://www.scoe.org/content.php?PageId=540>

Yeah But...

- THIS IS WHAT IS BEST FOR KIDS!
- Questions?
- Comments?